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CALLING THE SHOTS?

A coalition of education groups has charged that proposals by the Education Department to change the way it awards research grants and contracts would rob research laboratories and centers of their autonomy and place them under the control of a "federal research czar."

See Page 9.

FALLING APART?

A $2.5-billion bankruptcy settlement proposed by the Manville Corporation that includes a fund of at least $125 million to reimburse school districts and others for the costs of asbestos removal may be undone by opposition from the firm's business creditors.

See Page 5.

TURNING AROUND?

Brushing aside criticisms of his department's "wall chart," Secretary of Education William J. Bennett has declared that the third annual compilation of state education statistics provides proof of a "dramatic turnaround" in the performance of the nation's schools.

See Pages 1 and 12.

EDUCATION WEEK

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For 211,000 Educators, 'There Is So Much at Stake'

Lone Star Test Becomes a Texas-Sized Production

By Blake Rodman

Jerry Wilson has been the principal of a Littlefield, Tex., junior high school since 1978. Before that, he taught mathematics in various Texas schools for 16 years. But success is no antidote, he says, for the apprehension he feels over the new mandatory literacy test that all teachers and administrators in the state must take next month.

"What if I make a mistake and don't make it?" he asks. "What else can I do at my age? I've dedicated my life to kids and teaching."

Like thousands of his colleagues, Mr. Wilson is taking nothing for granted. He has attended one of the proliferating number of refresher courses on grammar, punctuation, and test-taking skills that have been offered by teachers' organizations in the state. So widespread is the fear of job loss among Texas educators that such courses have attracted an estimated 200,000 registrants, many of whom paid up to $75 in fees to attend.

Demand for pre-test aid has been so intense, in fact, that the University of Texas, which helped develop and administer one of the study courses, is expected to net an "unexpected windfall" of $1 million for its efforts.

And teachers' unions, never a potent force in Texas education, say frustrations and fears surrounding the test have boosted their memberships.

Yet all of the anxiety has been generated by what proponents of the test claim is an examination that anyone who can read and write will be able to pass.

For those who do not pass, however, the

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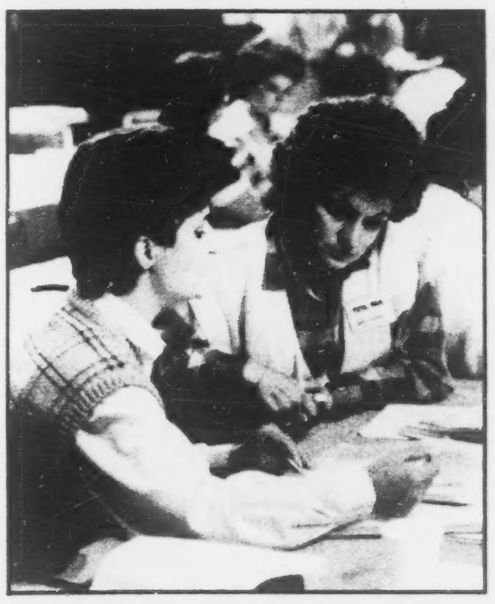

Teachers study for test at one of 700 workshops given by their union.

E.D. Policy Shift Will Sharply Limit Rights Coverage

Former Chief Sends Memo On Final Day on the Job

By Alina Tugend

WASHINGTON—In an action taken on his last day in office, the Education Department's former civil-rights chief moved to make operational a new policy sharply limiting the application of federal civil-rights laws to schools.

Previously, the department's office for civil rights had been applying civil-rights laws institutionwide for schools that received either Chapter 2 or impact-aid funding from the federal government. Most schools across the country receive Chapter 2 aid.

But in a Dec. 30 internal memorandum obtained by *Education Week*, Harry M. Singleton, then director of O.C.R., instructed regional enforcement officials to reverse the institutionwide policy on Chapter 2 and to apply civil-rights laws only to those pro-

Continued on Page 11

Governors' Education Plan Vying for Attention, Resources

Federalism Issues, Not Schools, May Preoccupy N.G.A.

By J. R. Sirkin

WASHINGTON—Last summer, when Gov. Lamar Alexander of Tennessee announced the National Governors' Association's bold new education initiative, the *Governors' Report on U.S. Education, 1991*, it seemed at first blush a logical extension of the governors' renewed interest in schools.

NEWS ANALYSIS

But as one observer noted at the time, Mr. Alexander, a Republican, had in fact "pulled a coup" by creating seven new education task forces and placing them on top of the N.G.A.'s entrenched committee structure.

Although focused on education, the task-force initiative was part of a broader effort to wrench the governors' organization away from its federal-state focus and turn it into more of a service organization for the states.

Governors, Mr. Alexander said, "should spend more time on better schools and jobs" and "less time arguing about war, welfare, Social Security, and debt." The N.G.A., he said, should help them "do better at what we spend most of our time doing."

But with huge possible federal budget cuts hanging over their heads as a result of the Gramm-Rudman-Hollings deficit-reduction law and the President's proposed fiscal 1987 budget, that commitment was to be put to the test this week as the governors convened here for their annual winter meeting, marking a critical juncture in the ultimate success or failure of their education initiative.

Deep-Seated Split

A quick look at the agenda for the governors' meeting here reveals a deep-seated split in the N.G.A.'s activities and the competing demands for the governors' attention and resources that have resulted from that split.

In a move clearly designed to secure the best possible press coverage for its education initiative, the first day of the three-day meeting was set aside almost exclusively for discussion of education issues.

On Saturday, the day before the official start of the meeting, five of the seven task forces were to meet, most for the second time. On Sunday morning, the governors were scheduled to debate the format of the initiative's "report card" aspect. A general discussion of education issues was scheduled for Sunday afternoon, including re-

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Bennett Says 'Wall Chart' Shows Gains

By James Hertling

WASHINGTON—Secretary of Education William J. Bennett, brushing aside criticism of his department's "wall chart," declared last week that the third annual compilation of state education statistics illustrates a "dramatic turnaround" in the performance of the nation's schools.

Mr. Bennett, in releasing the chart at a press conference here, said the data prove that "contrary to the usual thinking, test scores can be increased and dropout rates decreased at the same time."

"Clearly, raising standards and expectations for everyone means everyone benefits," he continued. "Excellence and equity go hand in hand."

But other educators—including former Secretary Terrel H. Bell, who initiated the wall chart, and the director of the Council of Chief State School Officers' new assessment project—have cautioned against drawing broad conclusions from the data.

Officials of testing companies and mem-

Continued on Page 10

Coast School Chief Joins Effort To Curb Rising Liability Costs

By Robert Rothman

State Superintendent of Public Instruction Bill Honig of California is leading a campaign to pass a ballot initiative aimed at curbing the high cost of liability-insurance premiums for school boards and other defendants in personal-injury suits.

The issue is one high on the agenda in virtually every state this year.

Mr. Honig announced at a press conference this month that he would serve as a statewide co-chairman of the campaign for the ballot initiative, known as the "Fair Responsibility Act." The statewide vote on the initiative will be on June 3.

"We have to get these costs under control because schoolchildren are the victims," Mr. Honig said. "The Fair Responsibility Act will help do that."

The proposed California measure would limit liability for so-called "non-economic" damages—such as mental anguish and pain and suffering—to the extent of a defen-

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IN SUMMARY

An 'Inefficient' Incentive
Minnesota's tax deduction for parents of public- and private-school students has little effect on "choice," a study finds. **Story on Page 4.**

Insignificant Health Threat
Ryan White, a 14-year-old with acquired immune deficiency syndrome, has won a legal battle to return to school. **Story on Page 5.**

'No Apparent Cause'
Clusters of student suicides and attempts are perplexing communities in central Massachusetts and Colorado. **Story on Page 5.**

Threatened With Extinction
A coalition of science educators is fighting to save a federal program to upgrade science and mathematics instruction. **Story on Page 8.**

'Enriched' With Vegetable Filler
Authorities are investigating charges that a supplier diverted federally supplied meats intended for schools. **Story on Page 8.**

A State-Level Title IX
Gov. Mario M. Cuomo of New York has proposed a stronger state law barring sex discrimination in schools. **Story on Page 6.**

Danger: Falling Tax Rates
Three states stand to lose substantial revenues if the federal tax-reform measure approved by the House is enacted. **Story on Page 6.**

Impact of Norfolk Ruling
The Justice Department has announced that 154 school districts may be able to eliminate busing for desegregation. **Story on Page 9.**

'American Apartheid'?
The President's budget policy favors the military at the expense of the needy, the Children's Defense Fund has charged. **Story on Page 9.**

A Legacy for Future Teachers
Both major teachers' unions are planning scholarship programs in memory of teacher-astronaut Christa McAuliffe. **Story on Page 11.**

In Search of Comparative Data
The head of a new center to assess and evaluate education discusses the problems of state comparisons. **Story on Page 14.**

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THE WEEK

FEDERAL

Barbara Lerner Nominated to Head Civil-Rights Office

The White House has officially nominated Barbara Lerner, an education consultant, lawyer, and psychologist, to head the Education Department's office for civil rights.

Ms. Lerner would replace Harry M. Singleton, who resigned from his post at the end of last year. Alicia Coro has been serving as acting director in the interim.

Ms. Lerner heads a Princeton, N.J., consulting firm, Lerner Consultants, which she founded in 1981. She has also written two books, *Therapy in the Ghetto* (1972) and *Minimum Competency, Maximum Choice: Second Chance Legislation* (1979), which advocated vouchers for public-school students who consistently failed to meet academic standards.

Civil-rights groups have expressed concern about Ms. Lerner's views, saying they do not view her as an advocate for minority groups.

Ms. Lerner's nomination must be confirmed by the Senate Labor and Human Resources Committee. An Education Department spokesman said the confirmation hearing is expected to be held within the next two weeks.

Bennett and Brock Oppose Creation of Job-Training Agency

Secretary of Education William J. Bennett and Secretary of Labor William E. Brock last week jointly criticized a Republican senator's bill to restructure the administration of the federal job-training programs.

They made their comments at a Senate hearing to which they were invited by the bill's sponsor, Dan Quayle, Republican of Indiana and chairman of the Senate Subcommittee on Employment and Productivity.

Both Cabinet members said they opposed S 1990, which would establish an independent agency—the Education and Training Partnership—in the executive branch to oversee the Job Training Partnership Act and federal vocational-education aid. The two programs are now administered by the Labor Department and Education Department, respectively.

Although both Mr. Bennett and Mr. Brock agreed that coordination between the two departments is necessary, the establishment of such an agency would "run counter to the Administration's efforts to create a leaner, more efficient federal executive branch," Mr. Bennett said.

Mr. Bennett—who halved funds for vocational education in his fiscal 1987 budget proposal—also said the vocational program should remain under the auspices of the Education Department.

Mr. Brock noted that "truly meaningful coordination must take place at the local level."

NATIONAL

A First: Salary For a Principal Tops $70,000 in '85

The salary of a high-school principal topped $70,000 for the first time this year, according to an annual survey of nearly 1,000 school systems conducted by the National Association of Secondary School Principals.

The association, which has been conducting surveys of principals' salaries for 12 years, reported that one senior-high-school principal is scheduled to earn $72;601 in the current school year. That principal is in an unnamed school district that enrolls between 2,500 and 9,999 students and spends more than $3,500 per pupil.

For schools with similar enrollments, NASSP found, the median maximum salary was $49,460.

NASSP officials attributed the new salary record to the importance placed on principals by school boards.

The lowest reported salary for a high-school principal was $15,200, in a district enrolling between 2,500 and 9,999 students and spending between $2,000 and $2,499 per pupil.

The highest-paid assistant principal, according to the survey, earns $63,964 in a district with an enrollment of between 2,500 and 9,999 that spends more than $3,500 per pupil.

The NASSP survey also found that the maximum salaries for principals and assistant principals increased by 5.7 to 10.9 percent between the 1984-85 and 1985-86 school years.

National Academy For Hearing Officers To Be Established

The first national academy to train officials who mediate special-education disputes is scheduled to start up this fall at San Francisco State University.

The Education for All Handicapped Children Act, P.L. 94-142, entitles handicapped children to a hearing before a hearing officer—either a lawyer or an official with special-education expertise—when parents and school officials are unable to agree on an appropriate school placement.

However, neither federal law nor most state laws require minimum training and support for hearing officers, according to S. James Rosenfeld, executive director of the academy.

Mr. Rosenfeld said the proposed training program will probably be conducted on-site by a team prepared to meet the particular needs of a state. He said he could not yet estimate the cost of the on-site training.

The academy will also collect data on the cost and number of hearings nationwide, he added.

The initial $30,000 in start-up costs for the National Academy of Hearing Officer Training is being provided by the San Francisco State University Foundation. Antony Lepire, professor of special education at the university, will serve as director of the academy.

DISTRICTS

Preschool Teacher Stabbed to Death In School Hallway

The estranged husband of a St. Louis preschool teacher was arrested on the grounds of the school this month shortly after he allegedly stabbed the woman to death outside her classroom.

Susan White, a Head Start teacher at De Pores Catholic Elementary School, was stabbed twice in the chest. She died shortly after arriving at a local hospital.

According to school officials, Ms. White saw her estranged husband, David White, approaching and asked her aide to call the police, who arrived on the scene minutes after the stabbing and arrested Mr. White.

Apparently, the 15 children in the classroom did not see the murder, but Ms. White fell in the doorway of the classroom after she was wounded, according to a school employee.

Denver Volunteers Offer Tutoring Help To Failing Pupils

Nearly 500 volunteer teachers and parents in the Denver Public School System last week began tutoring students as part of a new districtwide program dubbed "Partners in Education."

The three-day-per-week after-school tutoring plan was proposed by community leaders and school officials after over one-fourth of all students in grades 7 through 9 failed the district's new basic-skills competency test last December.

Over 30 percent of Hispanic,

Bennett Claims 'Wall Chart' Shows 'Turnaround' for U.S. Schools

Continued from Page 1

bers of "FairTest," an advocacy group that monitors the rights of those taking standardized tests, have also criticized the chart's use of scores from the Scholastic Aptitude Test and the American College Testing Program to measure student achievement.

Ramsay W. Selden, who heads the C.C.S.S.O.'s education-assessment center, said in an interview that the "wall chart is not useful" and that college-admission-test scores "are so misleading that they are really unsatisfactory." *(See interview on page 14.)*

But Mr. Bennett contended that "we don't have any reason to think it's not reliable data." He said that some state chiefs may be displeased with the results reported on the chart and have "let their unhappiness turn to skepticism."

Overall, Mr. Bennett said at the news conference, the wall chart contains "good news."

And he cited the data to support claims he has made often since becoming Secretary last February. He said, for instance, that "the excellence movement has clearly helped out poor and minority populations."

He also maintained that the figures show an insignificant relationship between expenditures on education and student performance.

"It is much more important how you spend your money than how much you spend," Mr. Bennett said.

Survey Findings

Among the findings of the department's national survey:

- Between 1982 and 1985, A.C.T. scores rose in 14 states, declined in 8 others, and remained unchanged in 6. Of those using the S.A.T., 20 states and the District of Columbia registered increases, and only 1 state had a decline.
- Iowa and Wisconsin were tied for the highest average 1985 A.C.T. score, followed by Minnesota. On the S.A.T., New Hampshire had the highest average score, followed by Oregon and Vermont.
- Mississippi had the lowest average 1985 A.C.T. score, preceded by Louisiana and by Arkansas and West Virginia (which were tied). On the S.A.T., South Carolina had the lowest average score, preceded by North Carolina and Georgia.
- South Carolina, despite its low score, recorded the greatest improvement in average S.A.T. score over the past three years, followed by the District of Columbia. On the A.C.T., Utah registered the greatest improvement, followed by Alabama and Kentucky (which were tied).
- In the area of "resource inputs," 37 states now provide or finance training for experienced teachers, and 31 require new teachers to take certification exams.
- And 31 states have developed or are initiating performance-based pay and other benefits for teachers.

Conclusions Drawn

In discussing the test scores, Mr. Bennett praised students for trying to meet standards set by President Reagan in a 1984 speech in which he called for dramatic increases in test scores and declines in the dropout rate. *(See Education Week, Sept. 6, 1984.)*

Test scores increased in 35 states and graduation rates increased in 39 states, Mr. Bennett pointed out.

The Secretary also singled out the performance of several states.

He noted, for example, that six states reported both an above-average number of poor children and above-average scores: California, Delaware, Illinois, Maine, South Dakota, and Virginia.

He also cited four states—Iowa, Nebraska, New Hampshire, and Vermont—for what he said were above-average test scores despite only average per-pupil expenditures.

The Secretary also outlined some of the conclusions that he said department analysts have drawn from the data. For example:

- Class size has only a "modest association" with test scores and graduation rates.
- Low test scores are more closely related to poverty rates among schoolchildren than to the minority share of enrollment; poverty and minority enrollment are "about equally correlated" with graduation rates.
- Federal spending has a "strong inverse" relationship to test scores and graduation rates, since most federal spending is targeted at disadvantaged and handicapped populations.
- The proportion of students identified as handicapped has no consistent relationship with states' test scores.
- Finally, the department finds no "consistent" relationship between the proportion of students taking the standardized tests and the test scores, and asserts that this finding undercuts the contention of some critics that scores are skewed by the proportion of a state's students taking the tests.

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New York Governor Supports Tougher Sex-Equity Measure

Continued from Page 6

"The bill will ensure female and male students that they will have equal access to all available educational opportunities," he added.

Broad Provisions

If enacted, the new law would prohibit discrimination on the basis of sex in all admissions and recruitment procedures for all school programs and in the hiring or firing of school employees.

As currently proposed, the law would apply to all elementary or secondary schools, academies, vocational institutions, colleges, and private schools required to be licensed by the state education department. Only single-sex religious schools would be exempted.

The law would guarantee protection to school employees as well as to all students attending those schools or receiving state financial aid.

Persons who feel they have been victims of discrimination could either file a written complaint with the state commissioner of education or initiate a court action for damages and equitable relief.

The education department would be required to evaluate each school every three years to monitor compliance, and each school would be required to conduct a self-assessment within a year of the law's passage and make its findings available to state officials and the general public.

An unrelated bill proposed last week by Governor Cuomo would clarify the right of children or youth in temporary living arrangements to continue attending school in the district where they had last resided, and would provide them with travel allowances.

Parents could also choose to enroll their children in the district where they are temporarily residing.

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E.D. Moves To Limit Rights Coverage

Continued from Page 1

grams within a school directly funded by Chapter 2 monies.

"Elementary and secondary education is not, for purposes of analyzing jurisdiction under Chapter 2, a single function," the memo states.

The new directive stems from an October decision by an Education Department legal panel that the department could not require Pickens County, S.C., schools to drop single-sex gym classes, because the district's Chapter 2 funds are not specifically used for physical education. *(See Education Week, Nov. 27, 1985.)*

The review board, in making its decision on Pickens County, relied on the U.S. Supreme Court's 1984 ruling in *Grove City* v. *Bell*. That decision narrowed the reach of Title IX of the Education Amendments of 1972—which prohibits sex discrimination in educational institutions—and other similarly worded civil-rights laws to only those "programs or activities" of an educational institution that directly receive federal funding.

Currently, the review board is considering another civil-rights case—this one involving impact aid. If its judgment follows that in the Pickens case, the only other form of federal funding for schools that now triggers institutionwide civil-rights coverage would be similarly limited.

A spokesman for Secretary of Education William J. Bennett said last week the new policy has the Secretary's approval, but Mr. Bennett had not formally reviewed it.

Chapter 2

The Chapter 2 program consolidated about 40 categorical education programs into one $500-million block-grant program. The categorical programs that now fall under the umbrella of Chapter 2 include: instructional materials and school-library resources; guidance counseling and testing; arts education; and alcohol and drug-abuse education.

Under Chapter 2, states receive a grant based upon enrollment and distribute most of that money to local districts. Districts must specify to states how they use the funds.

Until the Pickens County ruling, the Education Department operated on the presumption that because the range of programs for which Chapter 2 funds may be used "reaches throughout the school district's programs, . . . all of a [local-education agency's] programs and activities are subject to O.C.R.'s jurisdiction," according to a memo distributed by Mr. Singleton to the regional offices in July 1984, following the *Grove City* decision.

The Dec. 30 Singleton memorandum on Chapter 2 was also distributed to the 10 regional O.C.R. offices. Mr. Singleton resigned Dec. 31.

The memo states that the Pickens County ruling nullifies the earlier directive. Rather than assuming that any school that receives Chapter 2 money falls under O.C.R.'s jurisdiction, the regional office investigating a case must view Chapter 2 as "a collection of separate and distinct statutory programs," the memo says.

It quotes the quasi-judicial Civil Rights Reviewing Authority—a seven-member board of nongovernment lawyers appointed by the secretary of education and charged with ruling on appeals made by school districts or O.C.R. on decisions by administrative-law judges. That panel's ruling had said that Chapter 2 funds are earmarked because districts list specific programs in their applications for Chapter 2 assistance and must use the federal funds they receive for those programs.

The ruling means that regional O.C.R. offices now have to work their way through a maze of programs and activities to determine which are and which are not Chapter 2-funded.

The memo warns that regional offices must not simply look at how money is distributed organizationally, but also functionally. The regional office's investigation "must look beyond the names of the organizational parts to the actual operation of the parts . . . [to] ascertain what the component *does*, not just what it is *called*," the memo says.

For example, it states, if a drug-abuse curriculum funded by Chapter 2 is taught in driver-education classes, O.C.R. has jurisdiction over the driver-education program.

However, if drug-abuse material is not made part of the driver-education curriculum, but is taught by the driver-education teacher in the room used for driver education during other periods, the driver-education program cannot be said to be subject to civil-rights jurisdiction, the memo states.

Because most sports and physical-education activities do not receive Chapter 2 funds, O.C.R. would probably not have jurisdiction over such activities, experts agreed.

The memo gives O.C.R. "a little more direction," said Richard Slippen, executive director of the reviewing authority. "A lot of cases weren't pursued because [the regions] weren't sure what standard to apply."

However Phyllis McClure, director of the NAACP Legal Defense and Educational Fund Inc., said that the new guidelines impose "an enormous burden" on O.C.R. as well as on recipients of federal funds.

"Elementary and secondary schools are far more uniform and coherent than postsecondary institutions," she said. "It renders the whole system ludicrous to say that a math class is covered because it received some money for metric education, then when you go to social studies, there is no federal money, so it is not covered. It trivializes civil-rights enforcement."

"This will have a devastating impact on enforcement of all civil-rights laws as they apply to elementary and secondary schools," added Marcia Greenberger, managing lawyer for the National Women's Law Center. "We're now seeing the implications of *Grove City* being taken to their furthest extreme."

A Lauderdale, Ala., impact-aid case now pending before the reviewing authority questions whether impact aid is a form of federal funding or simply "reimbursement for loss of tax revenues," Mr. Slippen said.

Impact aid is granted to about 2,900 school districts that enroll a certain percentage of students with parents who work in federal jobs, live on federal property, or both.

Mr. Slippen said the reviewing authority is expected to issue a decision on the case soon.

McAuliffe Scholarships Planned

WASHINGTON—The American Federation of Teachers has established a new scholarship program for outstanding education majors at Bowie State College in Maryland, in memory of Sharon Christa McAuliffe, who perished last month in the space shuttle Challenger explosion.

Ms. McAuliffe received her master's degree in education at Bowie State in 1978. She was a member of the A.F.T. while a teacher for the Prince George's County (Md.) school system.

The National Education Association, the teachers' union Ms. McAuliffe belonged to at the time of her death, has said it also plans to start a scholarship program to honor the New Hampshire high-school teacher. She had been president of the Bow, N.H., N.E.A. affiliate.

The A.F.T., which had planned to air a special 30-minute television broadcast on the Shuttle mission in March, now plans to dedicate the March edition of its television series, "Inside Your Schools," to Ms. McAuliffe. The show will feature segments with outstanding teachers, A.F.T. officials said.

"Inside Your Schools" is carried on 100 Public Broadcasting Service stations, the Learning Channel Network, and 300 local cable stations, according to the A.F.T.

Bowie State, located between Baltimore and Washington, enrolls some 2,300 students, about 70 percent of whom are minority students.

The A.F.T. has asked that contributions to the scholarship fund be made payable to the "McAuliffe Scholarship/BSC Foundation," and that they be sent to the A.F.T.'s Public Relations Department, 555 New Jersey Ave., N.W., Washington, D.C. 20001.

Contributions are welcome from the general public as well as from A.F.T. members, a spokesman said.

In other developments related to the shuttle disaster:

- The Board of Education of the Shawnee Mission (Kan.) School District voted Feb. 10 to name a new elementary school, now under construction, the Christa McAuliffe Elementary School.

"I believe this may be the first of many school districts that will honor Mrs. McAuliffe in this manner," said Superintendent Raj K. Chopra.

- Films for the Humanities Inc., a Princeton, N.J., concern, is distributing "Teacher in Space," a 50-minute film portrait of Ms. McAuliffe produced by Westinghouse Broadcasting and Cable Inc. and narrated by Burgess Meredith. The film, available in all videocassette formats, was produced before the launch and profiles Ms. McAuliffe's life and work, presenting her in the classroom, with family and friends, and during her astronaut training.

The film is available for purchase or rental, according to the distributors, and is accompanied by a two-part discussion guide that presents both the lessons from space and suggested approaches for dealing with students' responses to the tragedy.

For further information, write or call Films for the Humanities, Inc., P.O. Box 2053, Princeton, N.J. 08540; (609) 452-1128.

—J.R.S. & M.S.R.

FOOTNOTES FOR CHART ON PAGES 12 & 13

1. Each state's score is shown in the column that designates the test [the American College Testing Program (A.C.T.) or the Scholastic Aptitude Test (S.A.T.)] taken by most college-bound high-school students in the state. Washington State is not included because fewer than 20 percent of its high-school students took either the A.C.T. or S.A.T..
2. Rankings are explained in the following list.
   - Columns 1 & 3 ..... From highest (1) to lowest (28) A.C.T. score
   - Columns 2 & 4 ..... From highest (1) to lowest (28) percentage
   - Columns 5 & 10 ..... From largest increase (1) to largest decrease (28) in scores between 1982 and 1985
   - Columns 6 & 8 ..... From highest (1) to lowest (22) S.A.T. score
   - Columns 7 & 9 ..... From highest (1) to lowest (22) percentage
   - Columns 16 & 17 ..... From highest (1) to lowest (51) graduation rate
   - Columns 19 & 20 ..... From highest (1) to lowest (51) salary
   - Columns 24-25 ..... From smallest (1) to largest (51) ratio
   - Columns 28 & 29 ..... From highest (1) to lowest (51) percentage
   - Columns 31 & 32 ..... From highest (1) to lowest (51) expenditure
   - Columns 33 & 34 ..... From highest (1) to lowest (51) percentage
   - Column 35 ..... From highest (1) to lowest (51) income
   - Column 36 ..... From highest (1) to lowest (51) rate
   - Columns 37-39 ..... From highest (1) to lowest (51) percentage
3. ACT scores and the percentages of graduates taking the exam may not be strictly comparable between 1985 and 1982. The 1985 scores and number of test takers represent data for students who took the A.C.T. exam as seniors, and for those who took the test as juniors but did not take it again when they were seniors. Prior years' scores and numbers of test takers included all test takers. This distinction accounts for the large decline in the percentage of test takers reported in many states in 1985 relative to prior years. ACT has undertaken an analysis of the impact of the change in the definition of test takers on test scores; however, the analysis has not been made publicly available.
4. The 1985 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1985 A.C.T. or S.A.T. test takers by the number of 1984 public and 1980 private high-school graduates. The number of 1985 high-school graduates was not available.
5. The 1982 estimated percentage of high-school graduates taking the A.C.T. or S.A.T. was calculated by dividing the number of 1982 A.C.T. or S.A.T. test takers by the number of 1982 public and 1980 private high-school graduates.
6. The President's 1990 test-score challenge is for each state to regain by 1990 at least half the test-score losses since the 1960's. Since the national 1972 S.A.T. score is about halfway between national S.A.T. scores in 1963 and 1984, when the challenge was first issued, 1972 test scores were used as the 1990 test-score-improvement goal. The 1986 test-score-improvement goal for each state is the annual amount needed to realize the 1990 goal.
7. A state met the 1985 challenge if the 1984-to-1985 improvement in its A.C.T. or S.A.T. scores was large enough to meet the 1985 annualized target toward the 1990 challenge.
8. Graduation rates are for public schools only, because recent data on private high-school graduates were not available by state. The adjusted graduation rate was calculated by dividing the number of public high-school graduates by the public 9th-grade enrollment four years earlier. Ninth-grade enrollments include a prorated portion of the state secondary-school students who were unclassified by grade. Graduation rates were also corrected for interstate population migration. Information to adjust graduation rates for the number of students receiving G.E.D.S is not currently available. Details are available upon request.
9. The President's graduation-rate goal is 90 percent. The 1984 adjusted graduation rate was subtracted from this.
10. Average annual salaries of all public-school teachers.
11. States classified as having performance-based programs include those which have implemented statewide programs, funded pilots or local programs, or established mechanisms for such programs as of the summer of 1985. Pennsylvania and Washington are included as having such programs in addition to states officially so classified by a Southern Regional Education Board survey.
12. States classified as having inservice training include those in which the state provides or finances such training. State requirements that local school districts provide inservice training was insufficient to classify a state as offering a state inservice program.
13. This column indicates the test required for new-teacher certification, and the year of implementation. A dash indicates that the state does not have a new-teacher certification-examination provision. The tests indicated are:
    N.T.E.: National Teacher's Exam; State: A state-developed exam; Other: Other national or regional exam; NA: An exam is required, but a specific exam has not been selected for use.
14. The pupil/teacher ratio is the number of public elementary and secondary students divided by the number of public elementary and secondary full-time equivalent teachers.
15. The pupil/staff ratio is for public elementary and secondary full-time- equivalent staff and students. The number of staff includes all professional and nonprofessional building and district-level employees; it does not include personnel for contracted services (because this information is not available) or state-level education personnel. Support staff for Connecticut, Texas, and Montana are underreported.
16. State compensatory-education programs represent programs where the state allocates funds to school districts for the provision of services to special-needs populations. These programs include programs begun in the 1984-85 school year.
17. The percentage of handicapped students includes all handicapped students counted under both P.L. 94-142 and P.L. 89-313.
18. D.C. and Georgia have recovered their S.A.T. losses since 1972. (See footnote 6 for explanation of 1990 and 1986 test-score challenges.)
19. D.C. has met the President's 1990 challenges in prior years.

YEAR AND SOURCES OF DATA, BY COLUMN:

- Column 1 ..... Individual State Education Agencies
- Column 2 ..... Individual State Education Agencies; N.C.E.S., *Digest of Education Statistics, 1983-84;* Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 3 ..... Individual State Education Agencies
- Column 4 ..... 3 Individual State Education Agencies; N.C.E.S., *Digest of Education Statistics, 1983-84;* Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Revised Data
- Column 6 ..... The College Board
- Column 7 ..... The College Board; Individual State Education Agencies; N.C.E.S., *Digest of Education Statistics, 1983-84;* Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 8 ..... The College Board
- Column 9 ..... The College Board; N.C.E.S., *Digest of Education Statistics, 1983-84;* Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Revised Data
- Column 16 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data; U.S. Bureau of the Census, Unpublished Data; U.S. Bureau of the Census, *Characteristics of the Population, General Population Characteristics, Census of the Population, 1980,* PC 80-1-B.
- Column 17 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data; U.S. Bureau of the Census, Unpublished Data; U.S. Bureau of the Census, *Characteristics of the Population, General Population Characteristics, Census of the Population, 1980,* PC 80-1-B.
- Column 19 ... National Education Association, Research Division, *Estimates of School Statistics* data file
- Column 20 ... National Education Association, Research Division, *Estimates of School Statistics* data file
- Column 21 ... Southern Regional Education Board, "Career Ladder Plans, Trends and Emerging Issues, 1985," July 1985, and Unpublished Data
- Column 22 ... Individual State Education Agencies; Education Commission of the States, *Survey of State Teacher Policies,* October 1985
- Column 23 ... Education Commission of the States, Clearinghouse Notes, November 1985
- Column 24 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 25 ... Center for Statistics, O.E.R.I., U.S. Department of Education, *Digest of Education Statistics, 1983-84, Revised*
- Column 26 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 27 ... Center for Statistics, O.E.R.I., U.S. Department of Education, *Digest of Education Statistics, 1983-84*
- Column 28 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 29 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Revised Data
- Column 30 ... Decision Resources Corporation, "Summary of State Compensatory Education Programs, May 1985
- Column 31 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data
- Column 32 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Revised Data
- Column 33 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data; U.S. Bureau of Economic Analysis, September 1985 Press Release
- Column 34 ... Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Revised Data; U.S. Bureau of Economic Analysis, September 1985 Press Release, revised 1982 data
- Column 35 ... U.S. Bureau of Economic Analysis, September 1985 Press Release
- Column 36 ... U.S. Bureau of Census, General Social and Economic Characteristics, December 1983
- Column 37 ... N.C.E.S., *Digest of Education Statistics, 1983-84*
- Column 38 ... U.S. Department of Education, Office of Special Education and Rehabilitative Services; Center for Statistics, O.E.R.I., U.S. Department of Education, Unpublished Preliminary Data

NA — Not available. The following data are not available for the reasons shown.

Notes:

1. All series have been updated using most recent data available. Minor variations in columns from previous charts may therefore occur.
2. The Center for Statistics (C.S.), O.E.R.I., U.S. Department of Education superseded the National Center for Education Statistics (N.C.E.S.) in 1985.